



Burton School District Common Standards

Alexandria Aiello, Debbie Estrada, and Treasure Weisenberger

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Common Standards	Narrative Describing How Burton School District Meets the Standard
Standard 1: Institutional Infrastructure to Support Educator Preparation	Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:
<p>The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.</p>	<p>The mission of the Burton School District Induction Program is to develop teachers along their professional learning journey through support providers who will model quality instruction, provide collaborative support, coach towards professional independence, equip candidates to teach the adopted California's K-12 standards and frameworks, and empower each teacher to reach every student. The program will develop the candidate's mindset throughout their professional journey as they work in collaboration with their support provider and seek to reach their diverse students with the intention of meeting the health, ethnic, racial, socioeconomic, linguistic and learning needs of each student; success for all. The vision of the Burton School District Induction Program is that every teacher is provided with the resources, skills, and support to realize the full potential of their professional capacity and that every child will have access to a rigorous, well-managed, TK-12 standards and framework aligned, and inclusive educational experience to prepare all students to be college and world ready.</p> <p>The BSD Induction program will authentically connect classroom pedagogy with job-embedded application. The BSD Induction program will operate with the combined support of the Superintendent, the Human Resources Department, and the BSD Educational Services team which is comprised of the department of Leadership Development, the department of Instructional Development, the department of Intervention and Enrichment, and the department of School Resources and Support. BSD Induction program will operate through the Human Resources department and the BSD Educational Services Team will share in the development and review of the Induction Program to ensure it is being effectively implemented.</p> <p>Burton School District will design and implement a comprehensive new teacher induction program that is grounded in researched based methods in order to effectively support the development of new teachers as professionals. The BSD teacher</p>

	<p>induction program will include an Individualized Learning Plan (ILP), which reflects the State Standards for Educator Preparation and the California Standards for the Teaching Profession. Participants in the teacher induction program will earn their Professional Clear Credential(s) through research, practice, and reflection on teaching pedagogy. Teachers who complete the induction program will emerge as lifelong learners who are capable of leading diverse populations of students to academic achievement and personal growth. They will attain and exhibit the attributes of professionals in the education field and be able to will work collaboratively with their peers, the community, colleagues, site administration, and district personnel.</p> <p>Furthermore, the four research based Burton School District initiatives of Capturing Kids' Hearts, English Language Development, implementing 1:World technology for all students, and effective intervention will serve as the foundation for the BSD program. This will ensure that all new teachers in the BSD induction program will meet the same rigorous expectations that are grounded in research, the State Standards for Educator Preparation, the California Standards for the Teaching Profession and emerge from the program as capable and successful educators focused on student achievement.</p>
<p>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all Educator preparation programs.</p>	<p>Burton School District actively involves faculty, instructional personnel, and relevant stakeholders in several ways.</p> <ol style="list-style-type: none"> 1. We have created and established a Teacher Induction Program Advisory Committee to meet nearly monthly. The purpose of the committee is to review the BSD Teacher Induction Program Standards and the program itself to ensure that the program faithfully meets the Induction Program Standards and is implemented effectively. The committee includes the Director of Human Resources, the New Teacher Support and Development Coordinator, the Academic Technology Coordinator, representatives from institutions of higher education (IHEs), site administrators, elementary and secondary support providers/candidates, and a union representative. Each member of the Teacher Induction Program Advisory Committee provides their professional expertise to give specific feedback on the development, future implementation, and ongoing program improvement. The Director of Human Resources and the New Teacher Support and Development Coordinator serve as the facilitators of the meeting and seek

clarity and feedback in order to guide our actions as we facilitate the program. The [Academic Technology Coordinator](#) provides feedback on the effective use of Learning Management System, technical infrastructures, and best practices for supporting teachers in the effective integration of technology into their instructional practices. The [representatives from institutions of higher education \(IHEs\)](#) provide feedback on how the learnings presented in the TIP program connect to the university courses and learning outcomes that their students are expected to achieve before they exit the university program and enter TIP. The [site administrators](#) coach and evaluate new teachers on their site with the goal of improving instruction and retaining teachers in the profession. The site administrators provide feedback on specific areas where new teachers need the most support as well as how they can best support TIP candidates and support providers on their school site throughout the program. The [elementary and secondary support providers/candidates](#) provide feedback based on their grade level needs in order to ensure that the TIP program provides specific support and resources for all teachers in all subjects and grade levels. The [union representative](#) helps develop the continued positive working relationship between the union and the school district and helps ensure that we are meeting the needs of the new teachers.

2. Each school site in the Burton School District has a designated site mentor teacher who is classified as a Teacher on Special Assignment (TOSA). These site mentors serve all teachers on their campuses, but may also apply to be TIP support providers. In this document the term mentor is used to describe the site mentor teachers (TOSA) while the term support provider refers to the teachers who have been selected to support and guide their assigned TIP candidates. School site mentors who are also support providers [meet monthly](#) and have the opportunity to review the program, provide feedback, and assist in the development and implementation of the program.

3. Lastly, once the program proposal is complete it will be reviewed by the superintendent to ensure that we are meeting the needs of all teachers in our district. The Human Resources department will oversee the organization, coordination, and implementation of the BSD Teacher Induction Program by providing highly qualified faculty and instructional personnel who are trained and supported to ensure that they successfully support the new teachers to prepare students to be college or career ready. The [Director of HR](#), [New Teacher Support and Development Coordinator](#) and the [BSD Teacher Induction Advisory Committee](#) will be responsible for the development, implementation, and evaluation of the BSD Teacher Induction

	Program.
<p>The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units, and members of the broader educational community to improve educator preparation.</p>	<p>There are many opportunities for Burton School District faculty and instructional personnel to collaborate with colleagues in P-12 settings, college and university units, and members of the broader community. Examples of those opportunities include school board meetings, LCAP community meetings, weekly Professional Learning Community (PLC) meetings at each school site, professional development sessions, instructional network meetings, and partnerships with local colleges.</p> <p>In order to ensure consistency and accountability of program standards, the BSD Teacher Induction Program will meet at least four times per year. Meetings will include the Director of Human Resources, the New Teacher Support and Development Coordinator, site mentors, and support providers. Currently, support providers receive ongoing training with the Tulare County Office of Education Teacher Induction Program.</p> <p>Burton District instructional coaches and site mentor teachers receive training and support from The Director of Educational Services, Instructional Development. They meet together nine times per year at which time they can share ideas and learn how to improve their coaching skills. The Human Resource department is included in the meetings to assist in supporting the site mentors and to ensure the successful implementation of the BSD Teacher Induction Program.</p> <p>Burton School District collaborates with local colleges and universities to support college students who are pursuing careers in education. The Burton Board of Trustees has approved MOU's with National University, Fresno State University, Brandman University, and Fresno Pacific University. College students conduct observations, volunteer in classrooms, and are placed as student teachers. Burton School District master teachers are selected due to their knowledge of effective instructional strategies, instructional technology skills, ability to build positive relationships with students and parents, growth mindset, and coaching/mentoring abilities. Working with student teachers provides the district with the opportunity to hire future induction candidates. BSD Teacher Induction Program staff communicate with university supervisors to help in the support and development of aspiring teachers.</p> <p>Burton School District also works with IHE's that offer intern</p>

	<p>programs. In particular, there is a close, working relationship between the district and the Tulare County Office of Education (TCOE) Impact Program for Interns. Once the intern candidates complete their internship, they will qualify for induction; therefore, it is important to collaborate with intern programs as well.</p> <p>Teacher interns enrolled in an accredited intern program are matched with an experienced teacher at their school site who teaches the same grade level or content area. Assigned experienced teachers assist with lesson planning, classroom management, and the understanding of pedagogy. Intern candidates participate in weekly PLC meetings with their grade level or departments to analyze student data and plan lessons that meet the differentiated needs of all students. Site administration also supports interns by conducting frequent classroom visits and providing meaningful feedback for growth.</p> <p>In addition, Burton School District has developed a community partnership with Porterville College, the local community college. All high school students attending Summit Charter Collegiate Academy in the Burton District have the opportunity to earn an Associate of Science Degree from Porterville College upon graduating high school. Summit Charter's dual enrollment program has received national recognition and has demonstrated the importance of strong relationships between K-12 and higher education. Porterville College has provided important feedback about how the Burton School District can best prepare students for college and beyond. Many of these students are interested in educational careers and the early start with college classes can help prepare them for future careers.</p>
<p>The institution provides the unit with sufficient resources for the effective operation of each educator preparation program including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.</p>	<p>The Burton School District Superintendent and Chief Business Officer have allocated both general funds and Local Control and Accountability Program (LCAP) funds for the effective operation of the induction program. Adequate funding will be allocated for qualified personnel, resources to support the program, and the use of facilities. Currently, BSD induction candidates participate through the Tulare County Office of Education Induction Program. Burton School District incurs the cost of the county induction program. In addition, site and district funds are allocated to provide additional release time for both support providers and induction candidates for observations, planning, and reflection. Burton School District will continue to secure funding to effectively prepare new teachers to meet state adopted standards for teacher preparation. The district will fund the following related to the successful implementation of the teacher induction program:</p>

- *Director of HR
- *New Teacher Support and Development Coordinator
- *Support Providers
- *Professional Development
- *Instructional Technology
- *Resources and Materials
- *Use of Facilities
- *Substitutes for Release Days

In working with the [Teacher Induction Program Advisory Committee](#), feedback will be given about the effectiveness of the program, data will be collected, and any issues or problems can be addressed.

Through the Department of Instructional Learning, all BSD teacher, including induction candidates and support providers, will participate in district [professional development sessions](#). Although these sessions are not part of the BSD TIP program teachers may use the content of these sessions to help support their growth on the CSTPs. All professional development and support specifically for induction candidates is based on the candidates' individual growth and learning, and will be differentiated. Specific training to support English Learners will be given by the English Learner Group. LCAP funds are used to pay for the contracted services with the English Learner Group which includes training, observations, and coaching from highly trained professionals.

The Director of Human Resources will oversee full implementation of the induction program. In addition, the New Teacher Support and Development Coordinator will work directly with Support Providers and induction candidates to maintain accountability for the program standards and practices. The Department of Instructional Learning will also provide support and assistance. The HR Department and Educational Services Team will ensure that all CTC requirements are met for the Professional Clear Credential.

[Instructional personnel](#) who support all new teachers in the Burton School District include The Director of Education Services Instructional Learning, ELA Coordinator, ELD Coordinator, Math Coordinator, NTSD Coordinator, Academic Technology Coaches, Principals, Vice Principals, and Site Mentors. In their various roles, instructional personnel will guide and support new teachers through observations, lesson planning, modeling of lessons, professional development, and classroom management assistance. Some examples of the training and skills of the instructional team are:

	<ul style="list-style-type: none"> *Cognitive Coaching *Common Core State Standards *Thinking Maps *Guided Reading *Inquiry/Project Based Learning *STEM *Academic Technology *Second Language Acquisition *Writing Across the Content Standards *Rigor and Relevance *Number Talks *What's My Place, What's My Value *Capturing Kids' Hearts <p>Many facilities throughout the Burton School District will be utilized for the training and support of induction candidates. Primarily, the Professional Academy of Leadership and Learning (PALL) Center will be used for group meetings and professional development. The PALL Center is equipped with a Smart TV and Apple TV device for the viewing and sharing of information. Each school site has a designated meeting/training room as well equipped with the same type of technology. All BSD teachers receive a MacBook and an iPad that can be used for training, research, planning, and implementation of lessons. Burton School District is proud to be a 1:World district in which every student has a device (iPad for K-8 and MacBook for 9-12) in his or her hands every day.</p>
<p>The unit leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.</p>	<p>The Human Resources Department will be responsible for the effective operation of BSD's Teacher Induction Program. Meeting the needs of the program in regards to personnel, fiscal resources, as well as the overall structure of the program will be the full responsibility of the HR team. The person given the authority and institutional support to successfully adhere to all program standards is the Director of Human Resources. The Director of Human Resources has the authority to plan, organize, and report the needs and interests of the program to the Superintendent, The Executive Director of Human Resources, and Chief Business Officer.</p>
<p>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p>	<p>Burton School District is committed to hiring and retaining faculty who represent and support diversity and excellence. As an equal opportunity employer, BSD does not discriminate against any employee or job applicant. Recruitment efforts take place yearly through local job fairs, website advertisements, and connections with various universities in an attempt to employ individuals who are representative of the community we serve in the central valley. The Human Resources Department along with the</p>

	<p>Communications Team is currently developing recruitment tools to be used on social media platforms. Demographic information will be collected each year with both candidate and support provider cohorts. The program will use this information to determine if further recruitment efforts need to be made to maintain representation of diverse backgrounds.</p> <p>Once teachers have been recruited and selected via job fairs, advertisements, and presentations to university students, new hires are assigned based on a variety of considerations. Site principals and the Director of HR look at the skills, talents, and experiences of each new hire. Teachers are assigned to school sites and grade levels based on credential requirements, the new teacher's expressed preferences, and skills they have to offer. Once hired, all new teachers to Burton School District, regardless of previous experience, attend five days of <u>orientation</u> where they are exposed to district initiatives, district policies and practices, and effective instructional strategies. Throughout the year, newly hired teachers receive support and feedback from site administrators, the district level Education Services team, and site based mentor teachers. Burton holds high expectations for all teachers. Site administrators are required to visit each classroom weekly and provide feedback. Coaching plans and improvement plans can be implemented for teachers, both new and veteran, who are not meeting district standards or expectations. A tenure process has been developed in which teams of district and site level administrators conduct classroom observations of those teachers up for tenure and then make a collaborative decision. Our goal is to retain teachers and provide as much support as possible through site mentor coaching, offering professional development for all teachers, and providing support from the NTSD coordinator to teachers obtaining their preliminary credential by offering study sessions and timelines for completion.</p>
<p>The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of content; b) knowledge of the current context of public schooling including</p>	<p>Burton School District employs, assigns, and retains highly qualified personnel who will provide professional development and support new teachers. The Director of Human Resources will recruit TIP support providers who are tenured and fully credentialed, have three or more years of successful teaching experience, and have a recommendation from his/her site administrator. To promote and advertise the TIP support provider positions, The Director of Human Resources and The New Teacher Support and Development Coordinator will visit each school site to give an overview of the induction program and review the support provider requirements. Support providers will be supported through quarterly meetings and systematic training sessions in regards to coaching strategies, the implementation of the ILP, and current, effective teaching standards. Annual support provider evaluation surveys will aide</p>

<p>the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.</p>	<p>in meeting the needs of the support providers. Additional training sessions will be offered based on support providers' needs and interests.</p> <p>Ongoing professional development sessions are available for all BSD teachers. Teachers are highly knowledgeable of content standards, curriculum, and instruction. During weekly PLC's, teachers unpack standards, disaggregate data, and plan targeted lessons to meet the needs of all students. Student work is brought to the weekly meetings so that teachers can analyze and discuss how students are actually performing and plans can be made for both reteaching and enrichment.</p> <p>Field based supervision will be provided by TIP Support providers. Mentoring from the support providers will be provided at minimum for one hour per week based on the candidate's specific learning needs. Weekly mentoring sessions will focus on having a growth mindset through the ILP. In addition, support providers will conduct four observations of the candidates each year and will engage in reflective conversations about the observations, arrange for the candidates to observe effective veteran teachers as needed, and help with the planning and implementation of the California Standards for the Teaching Profession. All clinical and field based experiences will be logged through the ILP and mentor logs.</p>
<p>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	<p>The Office of Human Resources will identify new teachers eligible for induction each year. The Director of HR maintains records of the credential status of all BSD teachers. Candidates who have obtained a Preliminary Multiple-Subject or a Preliminary Single- Subject credential are eligible for the BSD Teacher Induction Program.</p> <p>In order to be recommended for the California Clear Credential(s), candidates must complete an Individualized Learning Plan (ILP) that will demonstrate the "Plan, Do, Study, Act" change cycle. Within the ILP, candidates will identify an area that they need to change related to the California Standards for the Teaching Profession, conduct research on the topic, try new strategies for improvement, and reflect on the process and outcomes. The New Teacher Support and Development Coordinator and support providers will guide candidates through the ILP process, provide professional development, and conduct observations for the recommendation of a California Clear Credential.</p> <p>As a culminating activity and a requirement of the program, candidates will showcase their ILP and all they have learned at a</p>

TIP Showcase in late April or early May. Candidates will choose a presentation method to demonstrate their learning and share their reflections. Members of the School Board, District Administrators, support providers, and fellow induction candidates who have not reached this stage yet will be invited to the event and they will have the ability to ask questions and provide feedback on a [feedback form](#).

The following components must be met to be considered for a clear credential:

- a. [Candidate Agreement Form](#)
- b. ILP scored at level 2 on the [rubric](#) by the Director of HR and New Teacher Support and Development Coordinator
- c. Completed time logs and conversation logs
- d. Attendance and participation in TIP meetings and professional development sessions.
- e. Attendance and participation at the TIP Showcase
- f. Submission of required documentation for the Professional Clear Teaching Credential to the Commission on Teacher Credentialing

Should a candidate not complete the requirements or have an unsatisfactory rating, the Director of HR and New Teacher Support and Development Coordinator will conduct a formal classroom observation of the candidate. In addition, the candidate will be asked to complete the “Plan, Do, Study, Act” change cycle and submit documentation of successful completion of the cycle. The observation and change cycle may determine final recommendation of the clear credential.

Through Year 1 and Year 2 (or ECO Year), the New Teacher Support and Development Coordinator will monitor the progress of each candidate. All forms and logs will be submitted to an online Learning Management System (LMS) with shared access for the Director of HR, the NTSD Coordinator, the candidate, and the candidate’s support provider. Google Classroom will be used as the Learning Management System to assign all of the necessary tasks, required documentation, deadlines, and scoring rubrics. Google Classroom provides a platform for candidates to access and submit assignments, collaborate with their support provider and other candidates, ask questions about assignments to the NTSD coordinator, and receive feedback from the NTSD coordinator. If the first submission does not meet the program standards for approval, the document will be returned to the candidate through Google Classroom with detailed feedback for improvement. The candidate can utilize the feedback to improve their practice and re-submit the document for review. Once an assignment meets the program standards for approval the NTSD coordinator will track their completion on a Google spreadsheet

throughout the course of the program. The NTSD coordinator will be informed of each candidate's ILP goal that is recorded on the [ILP document](#) which is submitted in the first 45 days of the candidate's participation in the BSD TIP program. The NTSD coordinator will tailor feedback based on the individual candidates [ILP goal](#) in order to support their progress toward achievement throughout the course of the program.

As outlined in Standard Five, BSD will assess TIP candidates to verify that they meet the Commission adopted competency requirements for the Clear Credential recommendation. A variety of data and evidence will be used to assess candidate growth throughout the program including successfully completing required documentation and [mentoring logs](#), [written and verbal reflections](#), the timely completion of PDSA cycles, completion of classroom [observation protocols](#), and the optional participation in Burton University professional development cycles individualized by their ILP goals.

Documentation will be collected and reviewed throughout the duration of the program through Google Classroom. As soon as a candidate submits a document for review on Google Classroom the NTSD coordinator will receive a notification and timely review the document using the program rubric and provide feedback. Candidates will be notified promptly if submitted documentation requires revision or additional work to satisfy requirements. As a deadline approaches the NTSD coordinator will communicate with candidates and support providers of the deadlines and expectations as well as provide any additional resources to help candidates complete the assignment. If a deadline passes and a candidate has not submitted documentation the NTSD coordinator will contact the support provider and candidate with the necessary steps and requirements to remain on track for timely completion. If a candidate falls too far behind they may be required to extend the program. Standard Two specifically outlines each step, requirements, roles, and responsibilities during the [individualized support process](#). An appeal process for candidates is outlined in the [Induction Handbook](#) as well as a procedure for candidates to repeat parts of the program. The Director of HR and the New Teacher Support and Development Coordinator will review all documentation for credential recommendation.

Upon program completion, the NTSD Coordinator will review all documents and work with the Director of HR to make the formal recommendation to CTC.

<p>Standard 2: Candidate Recruitment and Support</p>	<p>Candidates are recruited and supported in all educator preparation programs to ensure their success.</p>
<p>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</p>	<p>BSD's Teacher Induction Program enrolls all teachers employed by the Burton School District who hold a Preliminary California Teaching Credential. The district has multiple measures in place to correctly identify eligible TIP candidates. BSD TIP is housed and ran through the HR department. The Director of HR is responsible for hiring, reviewing transcripts, and verifying credential status with the Tulare County Office of Education and CTC for all new teachers. All credential information is stored in a database and shared with the New Teacher Support and Development Coordinator, who also works in the HR department. The Director of HR and the New Teacher Support and Development Coordinator also run credential reports to identify existing BSD teachers who have completed intern programs and obtained a Preliminary California Teaching Credential, making them eligible for induction. Through the hiring process with data collection and running credential reports, the Director of HR will identify and reach out to those teachers eligible for induction to let them know of the first information/enrollment meeting. In an effort to make sure no one is missed, advertisements for TIP will be sent via district email to reach teachers who think they might be eligible and have not yet been contacted by the district. Any late hires will still go through the same process as the Director of HR will be monitoring the credential status of all new hires throughout the school year.</p> <p>Support providers and candidates will be matched within the first 30 days of school. Support provider and candidate information will be recorded in a database that is shared with the site administrators and site mentor teachers (TOSA's).</p> <p>Once BSD receives full approval of its TIP from CTC and has operated with in-house candidates only for a minimum of two years, teachers employed by other districts may be admitted, provided they have approval from their district of employment and they meet all the necessary eligibility requirements. Potential outside candidates would need to provide official transcripts, verification of employment through a copy of their teaching contract and/or verification of employment form signed by their HR department, and a copy of a valid California</p>

	<p>Preliminary Credential.</p> <p>At the point in time in which outside applications will be accepted, advertisements and brochures for BSD TIP will be sent out via postal mail, email, and social media platforms to surrounding schools/districts in Tulare County. By partnering with local districts, face to face meetings with other HR departments, support providers, and administrators could be easily arranged as needed. All outside candidates and support providers would be held to the same expectations for attendance and participation as BSD candidates and support providers. As outlined in Standard 1, outside candidate progress would be monitored through their submissions to Google Classroom. The same individualized support process for candidates who fall behind will be used for both outside and BSD candidates. Online platforms, such as Google Classroom and Google Docs, allow for communication and collaboration from anywhere. Upon program completion, the NTSD Coordinator will review all documents and work with the Director of HR to make sure both outside candidates and BSD candidates meet all of the requirements for a clear credential as outlined in Standard One before making the formal recommendation to CTC.</p>
<p>The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.</p>	<p>Burton School District is an equal opportunity employer. All open teaching positions are posted on Edjoin, allowing for a wide range of applicants. Interview accommodations are made through Skype or Google Hangouts for applicants who live out of the area, but are seeking employment with BSD.</p> <p>To hire a diverse, highly qualified staff, BSD takes a proactive approach to recruitment. The HR Department and site administrators attend job fairs throughout the central valley to find teachers who represent the population we serve. With two dual immersion programs, BSD recruits candidates who demonstrate an academic level of the Spanish language and hold a Bilingual Authorization. In addition to the dual immersion programs, the district also serves two International Baccalaureate (IB) World Schools which require the teaching of a second language and teaching academic standards through a global perspective.</p> <p>BSD offers many forms of support and assistance for new teachers to ensure a successful start into the teaching career. Through the department of Professional Learning, all newly hired teachers attend five days of new teacher training prior to the start of the school year. During the week of training, new teachers learn about the climate and culture of the district as well as information on the following topics:</p>

	<ul style="list-style-type: none"> *Writing lesson objectives *Classroom management *Lesson planning *Technology integration *Engagement strategies *Building positive relationships with students, staff, and parents *Teacher evaluation process *Staff attendance procedures <p>Once the school year has started, the ELD Coordinator, ELA Coordinator, Math Coordinator, and New Teacher Support and Development Coordinator divide up the new teachers each week to make sure that all new teachers get a weekly visit from one of the coordinators. After the classroom visit, the coordinators follow up with coaching, feedback, and advice as needed. New teachers are also supported by Site Mentors, Vice Principals, and Principals. Site administrators are expected to visit every classroom at least once a week and provide written feedback to the teacher.</p> <p>Throughout the year, all teachers participate in professional development sessions for reading, writing, math, and ELD. BSD provides optional opportunities for teacher choice through the Burton University Course Catalog where teachers can pick the sessions that meet their needs.</p> <p>Coaching, support and professional development is provided for all new teachers (even those with experience, but new to the district), returning teachers on emergency credentials or internships, and induction candidates in an effort to retain staff in the teaching profession.</p>
<p>Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</p>	<p>BSD will provide information about induction to candidates and potential candidates through the BSD New Teacher Support and Development Website and the Candidate Handbook. BSD's New Teacher Support and Development Coordinator and the Director of HR will assign a support provider to each candidate. The assigned support provider will support the candidate on a weekly basis. The support provider will serve as the primary support for all candidate needs questions, and guidance. In addition, the candidate may utilize the site administration, and BSD's New Teacher Support and Development Program Coordinator for additional support and guidance in order to meet the Teacher Induction Program requirements.</p>

<p>Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.</p>	<p>The BSD New Teacher Support and Development Coordinator and the program's support providers will regularly monitor candidates' progress toward attaining their ILP goals. A rubric will be used to determine competency on the ILP which will be assessed by the Director of HR and the NTSD Coordinator. A variety of data and evidence will also be used to monitor candidate growth throughout the program including successfully completing required documentation and mentoring logs, written and verbal reflections, the timely completion of PDSA cycles, completion of classroom observation protocols, and the optional participation in Burton University professional development cycles individualized by their ILP goals.</p> <p>The BSD's New Teacher Support and Development Coordinator and/or support providers will determine if a candidate needs additional support based on evidence collected during the monitoring process. Evidence that may result in the decision to provide more intensive support include missing or incomplete mentoring logs, and unsatisfactory classroom observation. If these types of evidence patterns are identified, the NTSD Coordinator and/or support provider will meet with the candidate and determine what type of additional individualized support is needed to help the candidate make progress toward achieving their ILP goals. All feedback and support will directly relate to the candidate's ILP goals which the Director of HR, NTSD Coordinator, and support provider have access to via the online platform. The determined support will be specific to the candidate's individual needs. Additional supports that may be provided include but are not limited to more reminders of impending deadlines and requirements, meeting with support provider during their prep period to complete missing or unsatisfactory requirements, providing release time to support the candidate with access to need-based training, or access to assistance from a site mentor/NTSD Coordinator/colleague who is experienced in the candidate's area of need. Further supports include the assignment of a new support provider that can better meet the candidate's needs, individualized support from the site administrator, or additional support from the Educational Services team may be sought.</p> <p>In the event that a candidate's needs individualized support in order to meet deadlines and competency requirements for the ILP goals, a meeting to determine a support plan will be</p>
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	<p>scheduled with the NTSD coordinator, candidate, and support provider. All meetings will be documented and kept as part of the candidate's induction program records and will include the date of and reason for the meeting, narrative description of next steps, and timeline for completion. All participants will be expected to fulfill their respective assignments and responsibilities in carrying out the support plan. The support plan is not "one size fits all". In order to meet individual needs in supporting ILP goals, each plan will be developed and implemented based on areas of needed growth and may include the previously stated supports. The support plan will be developed in collaboration with the NTSD Coordinator, the candidate, and the support provider. All parties involved in the support plan including the candidate are expected to maintain regular communication regarding the candidate's progress in the program with the NTSD Coordinator. The NTSD Coordinator holds the ultimate responsibility for monitoring the candidate. In cases when it becomes clear that the candidate will require additional time beyond two years to complete program requirements, the candidate may submit a formal request to extend the induction program.</p>
<p>Standard 3: Course of Study, Fieldwork and Clinical Practice</p>	<p>The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.</p>
<p>The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.</p>	<p>BSD's Teacher Induction Program will provide a course of study as appropriate for its Year 1, Year 2, and Early Completion Option candidates that are aligned with CTC's Induction Program Standards. The program's course of study will provide multiple opportunities to succeed, structured time to reflect on their professional practice and to celebrate their growth individually and with their colleagues. The program's design also provides multiple opportunities for the candidate to refine their ILP to further support their development as an educator.</p> <p>In order to support the candidates in developing strong professional networks and positive relationships with their colleagues, the BSD induction program incorporates the Achievement Team process (also known as PLC's) as a</p>

resource for induction candidates. Every Wednesday, students are released early and teachers meet together for professional collaboration time during the working hours. Achievement Teams are a professional learning community structure that consist of site specific grade level and content level teachers. All teachers in the district participate in Achievement teams which provides candidates the opportunity to collaborate with veteran teachers in their content and grade level. Although Achievement Teams are not part of BSD TIP, the candidates benefit from this weekly experience. The Achievement Team process is a district service that is being used as a resource for induction candidates. Candidates will collaborate weekly with their content area or grade level team to design SMART goals, share effective teaching strategies, and design lessons that incorporate research based teaching strategies. All of these strategies and elements are reflected in the CSTP's which will help the candidates grow throughout the year in the CSTP's. In addition, the SMART goals and teaching strategies discussed during the achievement team process can be applied to ILP goals. For example, one of the teaching strategies utilized in an achievement team can be used as a change idea in the candidate's PDSA cycle as part of the ILP process. The candidate can share results with their grade level or subject matter team and receive feedback to continue their growth toward their ILP goal and the CSTP's.

[Year 1, Year 2, and ECO Candidates](#) will meet together at quarterly TIP meetings to participate in professional learning that is based on the specific needs of the candidates. These meetings will also provide time for candidates to collaborate and support one another in working on ILP goals. The Education Services team will also be in attendance to offer individualized intensive support when needed, as the Education Services team has a variety of skills and expertise to share that can assist the candidates in working towards their ILP goals. Within the Education Services team there are content and grade level experts in academic technology, English Language Development, intervention for students, math, reading, science, social studies, and assessment. Candidates can meet with these experts to receive guidance, resources, and feedback that can be implemented in the classroom based on their ILP goals and CSTP's. During months when an in person meeting is not scheduled, candidates will meet online using video conferencing and discussion platforms to receive individualized professional learning and to collaborate with their peers, the Educational Services team, and support providers.

Site administrators will also be actively involved in supporting the candidate's professional growth by providing ongoing site-specific new teacher support regularly throughout the school

	<p>year.</p> <p>BSD's Educational Services, English Learner Group, Capturing Kids' Hearts staff, and Human Resources teams provide professional learning to all teachers in the district throughout the school year. Examples of knowledge and skills provided from these groups include creating a positive classroom culture, differentiated instruction, and increasing rigor and academic conversations in the classroom. This knowledge directly relates to the CSTP's and can be used in developing PDSA cycles within the ILP.</p> <p>While some professional learning opportunities in the district are required of all teachers in a particular content areas, grade levels, or based on district initiatives, other professional learning opportunities are optional. Burton University offers professional learning opportunities once a week after school hours and teachers can request specific professional learning session from the course catalogue. Although Burton University is not part of the BSD TIP, candidates have the opportunity to attend these session to help them grow on the CSTPs and their ILP goals. Burton University courses include classroom management, rigorous instruction, engagement strategies, technology use, effective strategies to work with special education students and English learners, parent communication, and effective assessment. Again, all of this learning can be applied in the classroom which will help candidates grow in the CSTP's as well as assist in meeting ILP goals, as many goals are written regarding classroom management and effective instruction.</p> <p>The multiple professional learning opportunities allows TIP candidates to individualize their professional growth and supports their progress to achieving their ILP goals. If the need for outside professional development is indicated in a candidate's ILP, BSD's NTSD coordinator will facilitate candidate access to those resources.</p> <p>Job embedded experiences will come from the work that candidates do with students in their classrooms. Candidates in BSD's TIP program will use the experiences from their weekly meeting with their support providers and collaboration with their Achievement Team to reflect on their clinical experiences and plan for future teaching scenarios. These mentoring sessions will be documented by way of an electronic log, which will be monitored by the NTSD Coordinator. Candidates and support providers will provide each other feedback based on these meetings which will be submitted using an electronic survey platform. This allows both the candidate and support provider time to reflect on their progress and to utilize the feedback to improve their performance throughout the year.</p>
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	<p>Completing and submitting a log entry each week will take no more than a few minutes because it is accessible online from any location with internet access, and it utilizes multiple choice and short answer questions. It is an individualized log that is designed to be a practical reflection of the candidate's progress and development at that time.</p> <p>BSD's TIP experienced support providers, will assist candidates in developing and demonstrating the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.</p> <p>This assistance will come from direct interaction with the mentor, collaboration with their Achievement Teams, support from the site administrator, and individualized support from the Educational Services team. A support provider might provide the candidate with information about a relevant professional learning opportunity from Burton University or outside resources, and assist the candidate with completion of the formal request for release time and/or funding to attend the event or additional learning opportunities such as verterenal teacher observations..</p>
<p>The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.</p>	<p>BSD will provide a Teacher Induction Program that is based on the candidate-support provider relationship. The candidate's ongoing work on activities that are designed and detailed in the Individual Learning Plan (ILP) serves as the guide for the support provider-candidate interactions. BSD's TIP is grounded in current research and utilizes research based strategies as the foundation for the program design and professional learning opportunities. Support providers will support their candidates at minimum of one hour per week but more mentoring time is encouraged. Individualized professional learning opportunities and support are provided prior to the start of school year as well as quarterly points throughout the academic year and designed to be directly linked to field experiences occurring in the candidates' classrooms daily. The professional learning opportunities are strategically developed to slowly build candidate competency and provide candidates time to practice in their classroom and receive feedback. The professional learning cycles will include grade level and content specific subject matter to support the development of competencies for the credentials the candidates are seeking (i.e. multiple subject/single subject). For example, candidates will attend the first session of the classroom management series and learn two strategies for managing their classroom and building classroom culture. Candidates will then have time to implement the strategies in their classroom and receive feedback from their site administrators, site mentor (TOSA) and their TIP support</p>

	<p>provider. Next, the candidate will attend the next session to learn more skills and strategies to grow their competencies. This cycle of learning, practicing, and feedback will continue throughout the year. Professional learning series will be focused on the candidates' ILP goals as many candidates write goals that focus on classroom management and effective instruction. If the NTSD Coordinator identifies a candidate's ILP goal that is not addressed in the currently planned professional learning cycles, one will be created to directly meet their ILP goal needs. More support and professional learning opportunities will be provided based on specific needs. Candidates will have several opportunities to demonstrate their professional competencies required of the teaching credential, through multiple observations conducted by their site administrators, site mentors (TOSA), and TIP support providers. and the NTSD Coordinator.</p>
<p>Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.</p>	<p>BSD's TIP candidates are classroom teachers in the district's K-12 classrooms. The candidate's teaching assignments provide direct experience with students of diverse backgrounds and ability levels. Candidates also participate in weekly Achievement Teams that design SMART goals, share effective teaching strategies, and design lessons that incorporate research based teaching strategies that support the learning of all students. Professional learning opportunities provided by Burton University are grounded in research-based strategies for improving teaching and student learning.</p>
<p>Site-based supervisors must be certified and experienced in teaching the specified content or performing the service authorized by the credential.</p>	<p>Site-based supervision will be provided by TIP support providers. All support providers must hold a Clear California Teaching Credential and have a minimum of three years of teaching experience. In addition, support providers must submit a letter of recommendation from his or her site administrator during the application process. BSD will make every attempt to match candidates and support providers who hold similar credentials and teach in a similar context.</p>

<p>The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</p>	<p>To promote and advertise the TIP support provider positions, The Director of Human Resources and The New Teacher Support and Development Coordinator will visit each school site to give an overview of the induction program and review the support provider requirements. Expected qualities include effective teaching practices (student engagement, research-based strategies, the teacher as the facilitator, etc.), strong communication and collaboration skills, knowledge of standards and content, as well as compassion, respect, and approachability.</p>
<p>Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</p>	<p>The BSD Teacher Induction Program provides ongoing training and assistance to support providers. Through the Department of Professional Learning, support providers learn about effective coaching cycles, research to support mentoring/coaching, and strategies to coach both individuals and teams. Support providers also learn about the importance of Emotional Intelligence in relation to coaching as empathy, social awareness, and forming healthy relationships are imperative to the mentoring process.</p> <p>Support providers will attend an introductory workshop prior to meeting with their candidates. This workshop will help lay the foundation for effective coaching practices, set the expectations for Support providers, and give an overview of the induction program. As ongoing assistance, support providers will meet four times throughout the year with the Director of HR and the New Teacher Support and Development Coordinator. These meetings will serve as professional learning as well as networking/collaboration for support providers.</p> <p>Feedback regarding the effectiveness of the support providers and the support provider-candidate relationship will be solicited from the candidates through a feedback form two times per school year. In addition, the New Teacher Support and Development Coordinator will monitor the progress of the support providers by checking the mentor logs and monitoring the support providers' attendance and participation at the quarterly meetings/workshops. All logs are kept on a shared online platform with the Director of HR and the New Teacher Support and Development Coordinator. Any necessary support, guidance, or feedback for the support providers will come from the New Teacher Support and Development Coordinator. In the unlikely event that a support provider concern becomes unresolvable, a replacement support provider will be sought in consultation with the site administrator.</p> <p>Support providers will be publicly recognized at the TIP Showcase that will occur in the spring of each year. Many</p>

	<p>stakeholders will attend the event and be part of the recognition, such as school board members, district administrators, site administrators, and TIP candidates.</p>
<p>All programs effectively implement and evaluate fieldwork and clinical practice.</p>	<p>The BSD Teacher Induction Program requires all candidates and support providers to maintain a log which includes topics discussed in relation to the ILP. The purpose of the log is to document the mentoring provided by the support provider. The candidate and support provider must log a minimum of one hour per week, but more is encouraged. The mentoring log is based on the candidate's job embedded field work in the classroom as well as the professional learning opportunities provided by the TIP program or Burton University. BSD's NTSD Coordinator reviews and evaluates the logs and the documented evidence of completion of professional development using a rubric. All logs are submitted through Google Forms which are time stamped and documented in an online spreadsheet. This allows for easy tracking of completion as well as referencing the fieldwork that is taking place. The NTSD Coordinator provides feedback to both candidates and support providers regarding the evidence of fieldwork on an ongoing basis throughout the duration of the TIP program.</p> <p>Field based supervision will be provided by TIP support providers. Mentoring from the support providers will be provided at minimum for one hour per week based on the candidate's specific learning needs. Weekly mentoring sessions will focus on having a growth mindset through the ILP. In addition, Support providers will conduct four observations of the candidates each year and will engage in reflective conversations about the observations, arrange for the candidates to observe effective veteran teachers as needed, and help with the planning and implementation of the California Standards for the Teaching Profession. All clinical and field based experiences will be logged through the ILP and mentor logs.</p>

<p>For each program the unit offers, candidates have specific experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school represents the diversity of California's student body and the opportunity to work with the range of students identified in the program standards.</p>	<p>BSD will make its TIP available to both fulltime and part time teachers employed in the district for the entire school year. In order to participate in TIP, part time candidates must have access to the same group of students regularly as well as responsibility for lesson planning, assessment, and student caseload. Part time candidates will be admitted on a case by case basis with the above criteria in mind. Full time teachers who are hired later in the year, after induction has begun, will receive informal on site support and support from the Educational Services team and the NTSD Coordinator. Late hire teachers will be placed on a TIP waiting list for the following year.</p> <p>BSD's board-adopted academic standards are designed to challenge all students to achieve their full academic and personal potential. These standards specify the content knowledge and applied skills needed for students to be prepared for college, employment, and responsible civic participation. BSD Board Policy 6011 demonstrates how district content standards shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.</p> <p>BSD's 9 schools currently serve 4,925 students in six elementary, one junior high, and two 7-12 charter schools. BSD also operates 3 preschool programs.</p>
<p>Standard 4: Continuous Improvement</p>	<p>The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identified program and unit effectiveness and makes appropriate modifications based on findings.</p>
<p>The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.</p>	<p>In order to develop an effective TIP program, the New Teacher Support and Development Coordinator in collaboration with the Fresno State Doctorate in Educational Leadership program conducted an evaluation of mentoring practices that were currently being employed by support providers in the Tulare County TIP program within BSD. The evaluation included surveys of 1st year, 2nd year, and ECO candidates to determine what mentoring and induction practices they found the most valuable to their growth and effectiveness as a teacher. In depth interviews were also conducted with the current support providers to gain their experience. The results of the evaluation were shared with the Director of HR and were used to inform the</p>

	<p>development of the TIP program.</p> <p>BSD also formed a TIP advisory committee which consisted of administrators, former induction candidates, experienced TIP support providers, the Director of the Masters in Teaching program from Fresno State University, and the Educational Services team. The advisory committee met first to provide initial input and present ideas and met again to develop the integral parts of the induction program including the ILP, mentoring requirements, and additional candidate supports.</p> <p>Once the BSD TIP receives CTC approval, BSD will continuously evaluate its effectiveness through ongoing data collection. The program will make necessary improvements based on the data collected from a variety of sources. First, BSD TIP will conduct an annual mid-year and end of year survey of the candidates and support providers. These surveys will be completed during the mandatory meetings for candidates and support providers that are held during the designated points in the academic year.</p> <p>These surveys will be used to assess the program's effectiveness in the following areas: Course of Study Fieldwork Clinical Practice Additional Support Provider and Candidate Supports</p> <p>The NTSD Coordinator will also have regular contact with candidates and support providers and provide opportunity for informal feedback related to the areas indicated above. The NTSD Coordinator will provide clear communication to the induction participants about how their recommendations will be addressed. The NTSD Coordinator will also have regular communication with BSD's Educational Services team that provides professional development to all BSD teachers.</p>
<p>Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.</p>	<p>Both support providers and candidates will complete mid-year and year-end surveys. Surveys will include questions about general operations, effectiveness of the program, and the support provider-candidate relationship. Program completers will also be followed to determine teacher retention information. All data collected will be analyzed and used to improve the program and its services. The Director of HR and New Teacher Support and Development Coordinator will give yearly updates to the District Office Cabinet and the School Board to share data and program improvements that need to be made based on feedback and data analysis. General program updates and information will be posted on the TIP website and HR social media platforms.</p>

<p>The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.</p>	<p>1) BSD TIP will initially serve only employees of the district. In order to properly determine how well candidates are prepared to enter professional practice, BSD TIP will keep track the employment of the individuals who complete the program using internal verification of employment and email surveys. If BSD extends its TIP service to employees of other districts TIP will confirm verification of employment with HR departments of partner districts.</p> <p>2) TIP will make necessary improvements based on the data collected from annual mid-year and end of year surveys of the candidates and support providers to provide feedback on the course of study, fieldwork, clinical practice, and additional supports for support providers and candidates. This information will be shared with stakeholders and participants throughout the year at quarterly meetings. The data will be evaluated by the TIP advisory committee and make necessary improvements to increase the effectiveness of TIP.</p>
<p>Standard 5: Program Impact</p>	<p>The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.</p>
<p>The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.</p>	<p>BSD TIP candidates will receive ongoing professional development on teaching academic standards as well as teaching strategies for significant special populations, such as English Learners. Meeting the needs of English Learners is one of the Burton School District priorities. Teachers and administrators frequently attend professional development sessions regarding effective instruction and equal access for second language learners.</p> <p>BSD will assess TIP candidates to verify that they meet the Commission adopted competency requirements for the Clear Credential recommendation. A variety of data and evidence will be used to assess candidate growth throughout the program including successfully completing required documentation and mentoring logs, written and verbal reflections, the timely completion of PDSA cycles which make up the LLP, and completion of classroom observation protocols individualized by</p>

	<p>their ILP goals. The PDSA cycle is documented in the ILP and evaluated using the rubric. The process for completion, submission, and tracking is outlined in Standard 1.</p> <p>Documentation will be collected and reviewed throughout the duration of the program through online platforms, such as Google Documents and Google Classroom. Candidates will be notified promptly if submitted documentation requires revision or additional work to satisfy requirements. An appeal process for candidates is outlined in the Induction Handbook as well as a procedure for candidates to repeat parts of the program. The Director of HR and the New Teacher Support and Development Coordinator will review all documentation for credential recommendation.</p>
<p>The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.</p>	<p>BSD's TIP will evaluate its effectiveness on the development of its candidates as educators in a variety of ways. First, TIP will measure its impact by assessing the candidate's demonstration of growth on the California Standards for the Teaching Profession. The candidates' level of competency on the CSTPs will be identified toward the beginning of the program to determine the focus of their ILP growth goals. The support provider will conduct a classroom observation of the candidate to collect evidence to determine their current competency aligned with the CSTPs. After the observation, the candidate and support provider will have a reflective discussion to collaboratively determine the candidate's current level based on the evidence from the observation. The evidence and collaborative decision will be recorded on the support provider observation log. This process will occur four times throughout each year of the candidate's participation in the BSD TIP program to ensure at least a mid year and end of year review. The observations, evidence, and reflective conversations will be used to identify the focus for the progression of ILP goals throughout the program and show growth on the CSTPs over time.</p> <p>Second, TIP will consider the feedback from the site leaders and the support provider of the candidate. Next, TIP will evaluate the success of students, attendance, interventions, and student/parent feedback. BSD TIP strives to develop educators who are self motivated, empowered, and reflective professional who continually analyzes their impact on student learning and make improvements to their practice based on data to best meet the needs of the students they serve.</p>

	<p>In order to facilitate the development of TIP candidates BSD TIP will require candidates to review their growth on all six of the CSTPs in collaboration with their support provider at the mid-year and end of year point in both years of the induction program. Candidates will revise their ILPs and set appropriate goals for continued growth based on their self assessment and feedback from their support provider and site administrators.</p> <p>Candidates and support providers will also reflect on growth monthly and will be logged as part of their reflection and interaction documentation which will be submitted and reviewed by the NTSD Coordinator. At this time candidates will also inform the NTSD Coordinator and Educational Services team of the professional learning opportunities they need to make progress toward their goals. The NTSD Coordinator and Educational Services will provide the resources needed as indicated by the candidates.</p>
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